



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2007 (Reports Revised October 2007)  
ID: 11391365  
District: Raymond School Department  
School: Jordan-Small Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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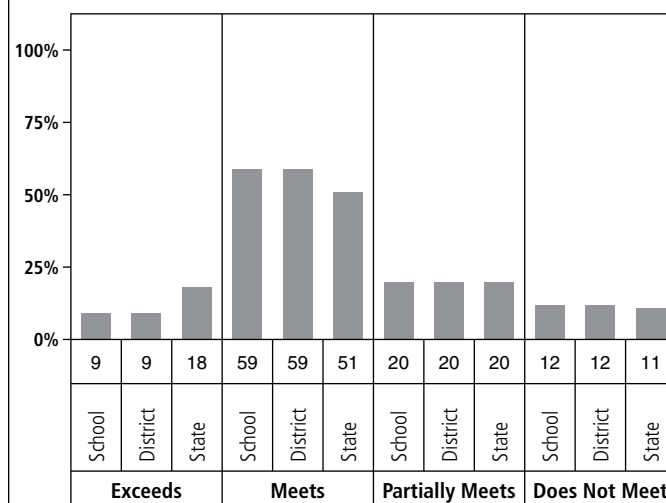
# SUMMARY OF SCORES

Date: March 2007  
Grade: 7  
District: Raymond School Department  
School: Jordan-Small Middle School

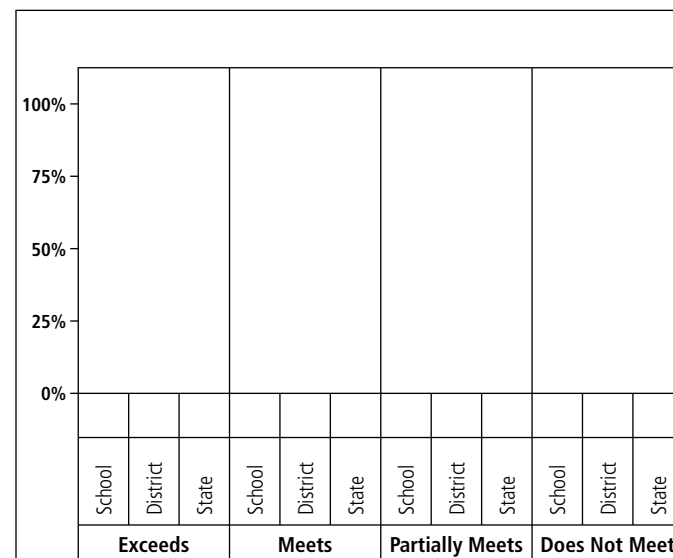
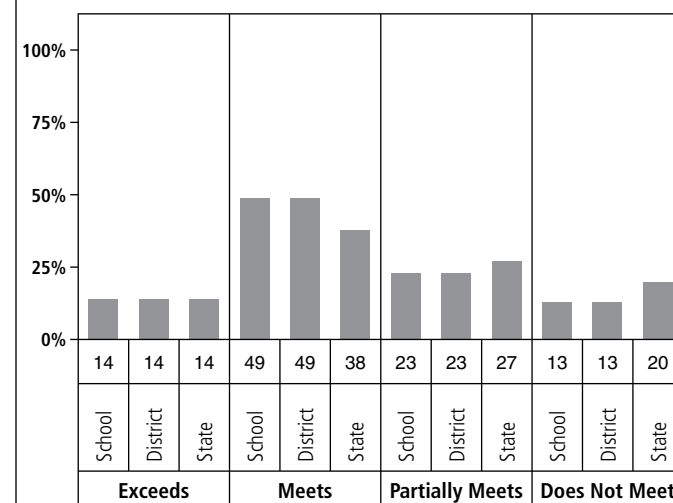
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	745 <b>747</b> 746	745 <b>747</b> 746	745 <b>748</b> 746
<b>Mathematics</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	746 <b>745</b> 745	746 <b>745</b> 745	740 <b>742</b> 741

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
Grade: 7  
District: Raymond School Department  
School: Jordan-Small Middle School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		69	100	69	100	15234	100	69	100	69	100	15076	99	69	100	69	100	15071	99												
Ethnicity	African American	0	0	0	0	356	2	0	0	0	0	348	98	0	0	0	0	348	98												
	American Indian/Native Alaskan	0	0	0	0	112	1	0	0	0	0	112	100	0	0	0	0	111	99												
	Asian/Pacific Islander	1	1	1	1	182	1	1	100	1	100	179	99	1	100	1	100	179	99												
	Hispanic	1	1	1	1	138	1	1	100	1	100	133	98	1	100	1	100	133	98												
	White	67	97	67	97	14440	95	67	100	67	100	14303	99	67	100	67	100	14299	99												
	Not Reported	0	0	0	0	6	0	0	0	0	0	1	17	0	0	0	0	1	17												
Identified disability		6	9	6	9	2525	17	6	100	6	100	2469	98	6	100	6	100	2465	98												
Current LEP		0	0	0	0	277	2	0	0	0	0	269	99	0	0	0	0	270	99												
Economically disadvantaged		13	19	13	19	5501	36	13	100	13	100	5424	99	13	100	13	100	5415	99												
Migrant		0	0	0	0	10	0	0	0	0	0	10	100	0	0	0	0	10	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	63	91	63	91	12557	82	63	91	63	91	12580	83												
Identified disability (PET/IEP)	1	2	1	2	424	3	1	2	1	2	448	4												
LEP	0	0	0	0	128	1	0	0	0	0	130	1												
504 plan	1	2	1	2	160	1	1	2	1	2	161	1												
<b>Participation with accommodations</b>	6	9	6	9	2298	15	6	9	6	9	2282	15												
Identified disability (PET/IEP)	5	83	5	83	1845	80	5	83	5	83	1817	80												
LEP	0	0	0	0	122	5	0	0	0	0	133	6												
504 plan	0	0	0	0	54	2	0	0	0	0	53	2												
Other	1	17	1	17	296	13	1	17	1	17	298	13												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	209	1	0	0	0	0	209	1												
Identified disability (PET/IEP)	0	0	0	0	200	96	0	0	0	0	200	96												
LEP	0	0	0	0	7	3	0	0	0	0	7	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	12	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	30	0	0	0	0	0	30	0												
<b>Non-participation – other</b>	0	0	0	0	128	1	0	0	0	0	133	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 7  
District: Raymond School Department  
School: Jordan-Small Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006 <b>2006-2007</b> Cum. Avg.	4 <b>6</b> 5	6 <b>9</b> 7	4 <b>6</b> 5	6 <b>9</b> 7	1769 <b>2630</b> 2200	11 <b>18</b> 15
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006 <b>2006-2007</b> Cum. Avg.	34 <b>41</b> 38	55 <b>59</b> 57	34 <b>41</b> 38	54 <b>59</b> 57	7521 <b>7605</b> 7563	49 <b>51</b> 50
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006 <b>2006-2007</b> Cum. Avg.	19 <b>14</b> 17	31 <b>20</b> 25	20 <b>14</b> 17	32 <b>20</b> 25	3773 <b>3000</b> 3387	24 <b>20</b> 22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006 <b>2006-2007</b> Cum. Avg.	5 <b>8</b> 7	8 <b>12</b> 10	5 <b>8</b> 7	8 <b>12</b> 10	2399 <b>1620</b> 2010	16 <b>11</b> 13

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	35.2	62.9	35.2	62.9	36.0	64.3
<b>Literary Text</b>	<b>24</b>	<b>43</b>	15.0	62.5	15.0	62.5	15.4	64.2
<b>Informational Text</b>	<b>32</b>	<b>57</b>	20.2	63.1	20.2	63.1	20.6	64.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 7  
 District: Raymond School Department  
 School: Jordan-Small Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	69	6	9	41	59	14	20	8	12	747	69	9	59	20	12	747	14855	18	51	20	11	748
<b>Ethnicity</b>																						
African American	0										0						335	7	40	22	30	738
American Indian/Native Alaskan	0										0						112	10	38	24	28	740
Asian/Pacific Islander	1										1						175	25	46	17	12	750
Hispanic	1										1						126	17	43	22	18	745
White	67	6	9	39	58	14	21	8	12	746	67	9	58	21	12	746	14106	18	52	20	10	749
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	6	0	0	1	17	4	67	1	17	737	6	0	17	67	17	737	2269	2	25	34	39	734
No	63	6	10	40	63	10	16	7	11	748	63	10	63	16	11	748	12586	20	56	18	6	751
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						246	3	29	28	40	733
<b>Economically disadvantaged</b>																						
Yes	13	0	0	4	31	5	38	4	31	736	13	0	31	38	31	736	5279	9	46	27	18	743
No	56	6	11	37	66	9	16	4	7	749	56	11	66	16	7	749	9576	23	54	16	7	751
<b>Migrant</b>																						
Yes	0										0						10	10	50	10	30	743
No	69	6	9	41	59	14	20	8	12	747	69	9	59	20	12	747	14845	18	51	20	11	748
<b>Gender</b>																						
Female	30	2	7	18	60	6	20	4	13	747	30	7	60	20	13	747	7214	24	52	17	7	751
Male	39	4	10	23	59	8	21	4	10	746	39	10	59	21	10	746	7640	12	51	23	14	745
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						919	7	39	34	20	741
No	69	6	9	41	59	14	20	8	12	747	69	9	59	20	12	747	13936	18	52	19	10	749
<b>Gifted/talented program</b>																						
Yes	0										0						522	62	36	2	0	764
No	69	6	9	41	59	14	20	8	12	747	69	9	59	20	12	747	14333	16	52	21	11	748

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 7  
 District: Raymond School Department  
 School: Jordan-Small Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	6 59 32 3	0 4 2 0	0 10 9 0	2 21 16 2	50 51 73 100	0 11 3 0	0 27 14 0	2 5 1 0	50 12 5 0	734 745 751 751	6 59 32 3	0 10 9 0	50 51 73 100	0 27 14 0	50 12 5 0	734 745 751 751	6 49 40 5	8 17 20 17	39 51 54 46	25 21 18 22	27 11 7 14	740 748 751 747
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	20 57 16 7	1 4 1 0	7 10 9 0	8 22 7 4	57 56 64 80	1 9 3 1	7 23 27 20	4 4 0 0	29 10 0 0	743 747 750 746	20 57 16 7	7 10 9 0	57 56 64 80	7 23 27 20	29 10 0 0	743 747 750 746	35 51 11 3	24 16 10 6	56 52 42 29	14 22 27 30	6 10 22 35	752 748 742 736
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	29 54 14 3	3 3 0 0	15 8 0 0	15 22 2 2	75 59 20 100	1 10 3 0	5 27 30 0	1 2 5 0	5 5 50 0	752 748 730 751	29 54 14 3	15 8 0 0	75 59 20 100	5 27 30 0	5 5 50 0	752 748 730 751	27 52 19 2	33 15 4 3	52 55 43 31	10 21 32 34	5 9 21 32	755 748 741 735
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	12 46 43	0 0 6	0 0 21	6 20 14	75 65 48	2 6 6	25 19 21	0 5 3	0 16 10	747 745 748	12 46 43	0 0 21	75 65 48	25 19 21	0 16 10	747 745 748	15 64 21	12 18 20	43 53 53	23 20 19	22 9 8	743 749 750
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	11 37 52	0 2 4	0 8 12	4 16 19	57 67 56	2 4 8	29 17 24	1 2 3	14 8 9	745 750 746	11 37 52	0 8 12	57 67 56	29 17 24	14 8 9	745 750 746	8 53 40	5 13 26	30 52 56	29 24 13	36 11 5	736 747 753
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	26 62 12	1 4 1	6 10 13	12 24 5	67 57 63	3 11 0	17 26 0	2 3 2	11 7 25	748 748 743	26 62 12	6 10 13	67 57 63	17 26 0	11 7 25	748 748 743	44 52 4	18 19 6	51 53 40	20 19 25	10 9 28	748 749 740
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	25 28 13 34	2 2 0 2	12 11 0 9	11 13 7 10	65 68 78 43	2 4 2 6	12 21 22 26	2 0 0 5	12 0 0 22	748 751 749 743	25 28 13 34	12 11 0 9	65 68 78 43	12 21 22 26	12 0 0 22	748 751 749 743	17 45 14 24	25 21 16 7	53 53 50 48	13 18 21 28	8 8 13 17	752 751 747 743
<b>Optional school/district question</b> A. B. C. D.	0 67 33 0	 0 0  	 0 0  	 1 1  	 50 100  	 0 0  	 0 0  	 1 0  	 50 0  	737 750  	0 67 33 0	 0 0  	 50 100  	 0 0  	 50 0  	737 750  	    	    	    	    	    	    

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 7  
District: Raymond School Department  
School: Jordan-Small Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	11	18	11	17	1646	11
	<b>2006-2007</b>	<b>10</b>	<b>14</b>	<b>10</b>	<b>14</b>	<b>2142</b>	<b>14</b>
	Cum. Avg.	11	17	11	16	1894	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	30	48	30	48	5497	36
	<b>2006-2007</b>	<b>34</b>	<b>49</b>	<b>34</b>	<b>49</b>	<b>5642</b>	<b>38</b>
	Cum. Avg.	32	48	32	48	5570	37
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	12	19	13	21	4514	29
	<b>2006-2007</b>	<b>16</b>	<b>23</b>	<b>16</b>	<b>23</b>	<b>4077</b>	<b>27</b>
	Cum. Avg.	14	21	15	22	4296	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	9	15	9	14	3797	25
	<b>2006-2007</b>	<b>9</b>	<b>13</b>	<b>9</b>	<b>13</b>	<b>3001</b>	<b>20</b>
	Cum. Avg.	9	14	9	13	3399	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.5	46.9	7.5	46.9	7.5	46.9
Cluster 2: Shape and Size	14	25	8.0	57.1	8.0	57.1	7.9	56.4
Cluster 3: Mathematical Decision Making	8	14	4.2	52.5	4.2	52.5	3.9	48.8
Cluster 4: Patterns	18	32	10.6	58.9	10.6	58.9	9.4	52.2

## Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

## Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

## Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 7  
 District: Raymond School Department  
 School: Jordan-Small Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	69	10	14	34	49	16	23	9	13	745	69	14	49	23	13	745	14862	14	38	27	20	742
<b>Ethnicity</b>																						
African American	0										0						342	2	28	25	45	729
American Indian/Native Alaskan	0										0						111	6	25	30	39	734
Asian/Pacific Islander	1										1						177	26	42	16	15	748
Hispanic	1										1						129	12	26	33	28	737
White	67	9	13	33	49	16	24	9	13	745	67	13	49	24	13	745	14102	15	38	28	19	742
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	6	0	0	2	33	2	33	2	33	734	6	0	33	33	33	734	2265	3	14	27	56	725
No	63	10	16	32	51	14	22	7	11	746	63	16	51	22	11	746	12597	17	42	27	14	745
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						14	14	14	14	57	726
Current LEP beyond first year	0										0						249	6	24	19	51	728
<b>Economically disadvantaged</b>																						
Yes	13	0	0	4	31	2	15	7	54	730	13	0	31	15	54	730	5282	6	30	31	32	735
No	56	10	18	30	54	14	25	2	4	748	56	18	54	25	4	748	9580	19	42	25	14	746
<b>Migrant</b>																						
Yes	0										0						10	0	50	20	30	734
No	69	10	14	34	49	16	23	9	13	745	69	14	49	23	13	745	14852	14	38	27	20	742
<b>Gender</b>																						
Female	30	4	13	15	50	5	17	6	20	742	30	13	50	17	20	742	7225	14	38	28	20	742
Male	39	6	15	19	49	11	28	3	8	747	39	15	49	28	8	747	7636	15	37	27	21	742
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						921	5	22	35	37	732
No	69	10	14	34	49	16	23	9	13	745	69	14	49	23	13	745	13941	15	39	27	19	743
<b>Gifted/talented program</b>																						
Yes	0										0						522	68	29	3	0	765
No	69	10	14	34	49	16	23	9	13	745	69	14	49	23	13	745	14340	12	38	28	21	741

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 7  
District: Raymond School Department  
School: Jordan-Small Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	6 59 32 3	0 7 3 0	0 17 14 0	1 23 8 2	25 56 36 100	2 6 8 0	50 15 36 0	1 5 3 0	25 12 14 0	738 747 743 750	6 59 32 3	0 17 14 0	25 56 36 100	50 15 36 0	25 12 14 0	738 747 743 750	6 49 40 5	8 14 16 14	26 38 40 34	29 27 28 26	37 20 16 26	733 742 744 740
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	32 48 14 6	3 7 0 0	14 21 0 0	12 13 7 2	55 39 70 50	5 9 1 1	23 27 10 25	2 4 2 1	9 12 20 25	747 745 741 744	32 48 14 6	14 21 0 0	55 39 70 50	23 27 10 25	9 12 20 25	747 745 741 744	29 51 17 4	24 12 6 8	40 41 32 15	22 29 32 26	14 18 29 52	747 742 736 728
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	35 43 20 1	6 4 0 0	25 13 0 0	14 17 3 0	58 57 21 0	3 6 6 1	13 20 43 100	1 3 5 0	4 10 36 0	752 745 734 728	35 43 20 1	25 13 0 0	58 57 21 0	13 20 43 100	4 10 36 0	752 745 734 728	23 47 25 5	36 11 3 1	40 45 28 17	14 28 38 37	10 16 31 45	753 743 734 728
<b>How difficult was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	30 52 17	2 4 4	10 11 33	7 20 7	33 56 58	7 8 1	33 22 8	5 4 0	24 11 0	738 746 756	30 52 17	10 11 33	33 56 58	33 22 8	24 11 0	738 746 756	41 49 9	8 15 41	37 41 31	32 26 15	23 18 13	739 743 753
<b>How hard did you try on the mathematics part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	38 57 6	5 5 0	19 13 0	10 23 1	38 59 25	7 6 3	27 15 75	4 5 0	15 13 0	744 746 740	38 57 6	19 13 0	38 59 25	27 15 75	15 13 0	744 746 740	47 48 5	13 17 11	39 39 25	28 27 28	20 18 36	742 743 735
<b>How often do you use laptops in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never	32 39 20 9	1 6 3 0	5 22 21 0	9 14 9 2	41 52 64 33	8 4 2 2	36 15 14 33	4 3 0 2	18 11 0 33	738 749 752 735	32 39 20 9	5 22 21 0	41 52 64 33	36 15 14 33	18 11 0 33	738 749 752 735	9 21 39 31	12 13 17 13	37 39 40 35	28 28 27 28	23 19 16 24	740 742 745 740
<b>Which statement best describes the use of calculators in mathematics class?</b> A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.	87 7 3 3	9 1 0 0	15 20 0 0	30 2 0 1	51 40 0 50	14 1 1 0	24 20 50 0	6 1 50 1	10 20 50 50	746 746 726 740	87 7 3 3	15 20 0 0	51 40 0 50	24 20 50 0	10 20 50 50	746 746 726 740	19 37 20 24	18 15 13 13	37 38 42 37	25 29 27 29	20 19 18 22	743 742 743 741
<b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	4 6 36 54	0 1 1 8	0 25 4 22	2 0 15 17	67 0 60 46	0 1 7 8	0 25 28 22	1 2 2 4	33 50 8 11	741 734 743 748	4 6 36 54	0 25 4 22	67 0 60 46	0 25 28 22	33 50 8 11	741 734 743 748	9 43 37 11	10 14 17 13	32 37 41 41	30 29 26 27	28 21 17 20	737 742 744 742
<b>Optional school/district question</b> A. B. C. D.	0 67 33 0	 1 0  	 50 0  	 0 1 100  	 0 0 0  	 0 0 0  	 0 0 0  	 1 0 0  	 50 0 0  	746 760	0 67 33 0	 50 0  	 0 100 0  	 0 0 0  	 50 0 0  	746 760	    	    	    	    	    	    